



## AKLN Online Course Review Rubrics

[www.aklearn.net](http://www.aklearn.net)

All AKLN online courses in Alaska should begin with the following: *(prior to submitting for review)*

|                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Sponsored by an Alaskan public school district   |
| <input type="checkbox"/> | Course instructors are certificated and highly qualified Alaskan teachers, as defined under ESEA.  |
| <input type="checkbox"/> | Will be shared in the Alaska Digital Sandbox for free access to all teachers   |
| <input type="checkbox"/> | Include copyright and licensing status and permission to share   |
| <input type="checkbox"/> | Include a paragraph of conformity to the U.S. Sections 504 & 508 & CIPA provisions   |
| <input type="checkbox"/> | Student information remains confidential, as required by the Family Educational Rights and Privacy Act (FERPA) and Child Internet Protection Act (CIPA). |
| <input type="checkbox"/> | The course has a structure to be evaluated using a continuous improvement cycle for effectiveness and the findings used as a basis for improvement.      |
| <input type="checkbox"/> | The course has a structure to be updated periodically to ensure that the content is current.   |
| <input type="checkbox"/> | Online instructor resources and notes are included.  |
| <input type="checkbox"/> | All technology requirements (including hardware, browser, software, etc.) are specified prior to enrolling in the course.                                |

AKLN will:

|   |
|---|
| Review for inclusion with the Alaska Performance Scholarship (when appropriate)   |
| Include the "Made in Alaska" seal (when appropriate)  |
| Review by the AKLN Board for Quality (based on the enclosed rubrics)  |
| Set up an agreement between sponsoring district & AKLN for communication and course structure   |
| Agree with sponsoring district on how to offer technical support and course management to students, the course instructor and the on-site student supervisor. |
| Agree with sponsoring district on how instructor will follow AKLN guidelines to address non-responsive students.  |
| Agree with sponsoring district on how and when grades will be recommended.  |
| Agree with sponsoring district on how and when reports will be required to AKLN.  |
| Agree with sponsoring district on how and when funding will be transferred by AKLN.   |

## AKLN On-line Course Review



**Course Title:**

| <i>Item</i>  | <i>Description</i>   | <i>Bloom's Level</i> | <i>Where Item is Found in Course</i> | <i>Recommendations<br/>(to be filled in by AKLN)</i> |
|--|--|----------------------|--------------------------------------|--|
| <b>A Content: Academic Content Standards and Assessments</b> |  |                      |                                      |  |
| <b>A1</b>  | The standards are clearly visible, stating what the participants will know and be able to do at the end of the course. The standards are measurable in multiple ways.  |                      |                                      |  |
| <b>A2</b>  | The course content and assignments are aligned with the Alaska State Standards. The course content and assignments are of sufficient rigor, depth and breadth to allow mastery of the standards addressed.                   |                      |                                      |  |
| <b>A Content: Course Overview and Introduction</b>           |  |                      |                                      |  |
| <b>A6</b>  | A clear, complete course overview and syllabus are included in the course. Information is provided to students, parents and on-site student supervisor on how to communicate with the online instructor and course provider. |                      |                                      |  |
| <b>A Content: Legal &amp; Acceptable Use Policies</b>        |  |                      |                                      |  |
| <b>A9</b>  | The course reflects multi-cultural and place-based education, and the content is accurate, current and free of bias or advertising.  |                      |                                      |  |
| <b>A Content: Instructor Resources</b>                       |  |                      |                                      |  |

## AKLN On-line Course Review



|  |   |  |  |  |
|--|---|--|--|--|
| <b>A12</b>   | Online instructor resources and notes are included.   |  |  |  |
| <b>B Instructional Design: Course, Unit and Lesson Design, Instructional and Audience Analysis</b> |   |  |  |  |
| <b>B1</b>  | The course design and instructor incorporates varied ways to master the curriculum to meet all students' needs.   |  |  |  |
| <b>B Instructional Design: Instructional Strategies and Activities</b>                             |   |  |  |  |
| <b>B3 &amp; B5</b>   | The course provides opportunities for students to engage in higher-order thinking, critical reasoning activities and thinking in increasingly complex ways. The course instruction includes activities that engage students in active learning. |  |  |  |
| <b>B Instructional Design: Communication &amp; Interaction</b>                                     |   |  |  |  |
| <b>B8</b>  | The course design provides opportunities for appropriate instruction-student interaction, including opportunities for timely and frequent feedback about student progress.  |  |  |  |
| <b>B9</b>  | The course design includes explicit communication / activities during the first week of course. The instructor will follow AKLN guidelines to address non-responsive students.  |  |  |  |
| <b>C Student Assessment: Evaluation Strategies</b>   |   |  |  |  |
| <b>C2</b>  | The course structure includes adequate and appropriate methods and procedures to assess students' mastery of the  |  |  |  |
| <b>C Student Assessment: Feedback</b>  |   |  |  |  |

## AKLN On-line Course Review



|   |   |  |  |  |
|---|---|--|--|--|
| <b>C3</b>   | Ongoing, varied, and frequent assessments are conducted throughout the course to inform instruction. Assessment strategies and tools make the student, instructor and on-site student supervisor continually aware of his/her progress in class and mastery of the content. |  |  |  |
| <b>C Student Assessment: Assessment Resources &amp; Materials</b>               |   |  |  |  |
| <b>C6</b>   | Rubrics and provided by the instructor and shared with students at the beginning of the course and lessons.   |  |  |  |
| <b>D Technology: Course Architecture</b>  |   |  |  |  |
| <b>D2 &amp; C7</b>  | The course accommodates multiple school calendars; e.g., block, 4x4 and traditional schedules. The grading policy and practices are easy to understand.   |  |  |  |
| <b>D Technology: User Interface</b>   |   |  |  |  |
| <b>D3</b>   | Clear and consistent navigation is present throughout the course.   |  |  |  |
| <b>D4</b>   | Rich media are provided in multiple formats for ease of use and access in order to address diverse student needs and variable to no bandwidth or Internet access.   |  |  |  |
| <b>D Technology: Technology Requirements and Interoperability</b>               |   |  |  |  |
| <b>D5</b>   | All technology requirements (including hardware, browser, software, etc.) are specified.  |  |  |  |
| <b>Section E: Course Evaluation and Support: Instructor and Student Support</b> |   |  |  |  |

## ***AKLN On-line Course Review***

|            |   |  |  |  |
|------------|---|--|--|--|
| <b>E10</b> | Students begin the course with an orientation of the online environment prior to starting the course content. |  |  |  |
|------------|---|--|--|--|



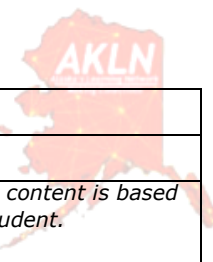


# AKLN Course Review Rubrics

## Section A: Content

Description: *The course provides online learners with multiple ways of engaging with learning experiences that promote their mastery of content and are aligned with state content standards.*

| STANDARD #  | STANDARD   | ADVANCED   | PROFICIENT   | DEVELOPING  | EMERGING  |
|---|--|--|--|---|---|
| <b>Academic Content Standards and Assessments</b> |  |  |  |   |   |
| <b>A1</b>   | The standards are clearly visible, stating what the participants will know and be able to do at the end of the course. The standards are measurable in multiple ways.  | <ul style="list-style-type: none"> <li>Course states all the standards that will be mastered in the course and provides multiple opportunities for advanced and accelerated learning.</li> </ul>   | <ul style="list-style-type: none"> <li>Course states all the standards that will be mastered in the course, with multiple opportunities for assessment.</li> </ul>   | <ul style="list-style-type: none"> <li>Course states all the standards that will be assessed in the course.</li> </ul>  | <ul style="list-style-type: none"> <li>Course states all the standards that will be addressed in the course.</li> </ul> |
| <b>A2</b>   | The course content and assignments are aligned with the Alaska State Standards. The course content and assignments are of sufficient rigor, depth and breadth to allow mastery of the standards addressed.                   | <ul style="list-style-type: none"> <li>All coursework and assessments are aligned with the standards.</li> <li>Upper level of Blooms/Marzano taxonomy are evidenced in all the assessments.</li> <li>Performance-based assessments are used to measure mastery of standards.</li> </ul>                            | <ul style="list-style-type: none"> <li>All coursework and assessments are aligned with the standards.</li> <li>Upper level of Blooms/Marzano taxonomy are evidenced in all the assessments.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Most coursework and assessments are aligned with the standards.</li> <li>Upper level of Blooms/Marzano taxonomy are evidenced in all the assessments.</li> </ul> | <ul style="list-style-type: none"> <li>Some coursework and assessments are aligned with the standards.</li> </ul>       |
| <b>Course Overview and Introduction</b>           |  |  |  |   |   |
| <b>A6</b>   | A clear, complete course overview and syllabus are included in the course. Information is provided to students, parents and on-site student supervisor on how to communicate with the online instructor and course provider. | <ul style="list-style-type: none"> <li>Course implements all sections of the AKLN sample syllabus.</li> <li>Each unit has an overview that identifies specific standards, types of assignments expected of student (i.e., discussion board, paper due, etc. with overall time estimate for completion).</li> </ul> | <ul style="list-style-type: none"> <li>Course uses AKLN sample syllabus and is complete.</li> <li>Each unit has an overview that identifies specific standards and assessments.</li> </ul>   | <ul style="list-style-type: none"> <li>Course uses AKLN sample syllabus.</li> <li>Each unit has an overview.</li> </ul>   | <ul style="list-style-type: none"> <li>Course has a syllabus and general overview of course.</li> </ul>                 |
| <b>Legal &amp; Acceptable Use Policies</b>        |  |  |  |   |   |
| <b>A9</b>   | The course reflects multi-cultural and place-based education, and the content is accurate, current and free of bias or advertising.  | <ul style="list-style-type: none"> <li>Engaging use of graphic and multimedia reflects student culture.</li> <li>Course integrates place-based Alaskan activities.</li> </ul>  | <ul style="list-style-type: none"> <li>Appropriate use of graphic and multimedia reflects student culture as well as a variety of other cultures.</li> <li>Course includes place-based Alaskan activities.</li> </ul>                    | <ul style="list-style-type: none"> <li>Use of graphic and multimedia reflects student culture.</li> <li>Course includes place-based Alaskan activities.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Course includes place-based Alaskan activities.</li> </ul>                       |
| <b>Instructor Resources</b>                       |  |  |  |   |   |
| <b>A12</b>  | Online instructor resources and notes are included.  | <ul style="list-style-type: none"> <li>Course includes a specific area for instructors to post (not available to students) loaded with ideas to improve and use when needed. The resource notes are available for every unit; benchmarked with best practices and include research to</li> </ul>                   | <ul style="list-style-type: none"> <li>Course includes a specific area for instructors to post (not available to students) loaded with ideas to improve and use when needed. The resource notes are available for every unit.</li> </ul> | <ul style="list-style-type: none"> <li>Course includes a specific area for instructors to post ideas to improve the course.</li> </ul>  | <ul style="list-style-type: none"> <li>Course includes instructor feedback to improve the course.</li> </ul>            |



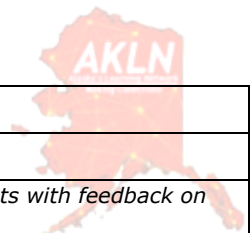
## AKLN Course Review Rubrics

### Section B: Instructional Design

Description: *The course uses learning activities that engage students in active learning; provides students with multiple learning paths to master, the content is based on student needs; and provides ample opportunities for interaction and communication - student to student, student to instructor, and instructor to student.*

| STANDARD #   | STANDARD  | ADVANCED  | PROFICIENT  | DEVELOPING   | EMERGING  |
|--|---|---|---|--|---|
| <b>Course, Unit and Lesson Design, Instructional and Audience Analysis</b> |   |   |   |  |   |
| <b>B1</b>  | The course design and instructor incorporates varied ways to master the curriculum to meet all students' needs.   | <ul style="list-style-type: none"> <li>All units in course include activities in course demonstrate multiple ways of learning to show evidence of mastery as driven by student need. Instruction models of variety of delivery based on research for best practices.</li> </ul>   | <ul style="list-style-type: none"> <li>All units include activities in course that demonstrate multiple ways of learning to show evidence of mastery. Instruction has built-in variety for delivery, based on student needs.</li> </ul>   | <ul style="list-style-type: none"> <li>Instruction has built-in variety for delivery, based on student needs.</li> </ul>   | <ul style="list-style-type: none"> <li>Instruction has built-in variety for delivery.</li> </ul>  |
| <b>Instructional Strategies and Activities</b>                             |   |   |   |  |   |
| <b>B3 &amp; B5</b>   | The course provides opportunities for students to engage in higher-order thinking, critical reasoning activities and thinking in increasingly complex ways. The course instruction includes activities that engage students in active learning. | <ul style="list-style-type: none"> <li>Activities require students to apply their learning (apply, analyze, evaluate and create/synthesize) in a variety of ways.</li> <li>Instructor resources provides opportunities to stretch students to think in higher order ways in their activities and assignments.</li> </ul>  | <ul style="list-style-type: none"> <li>All units include activities that require students to apply their learning (apply, analyze, evaluate and create/synthesize) in a variety of ways.</li> </ul>   | <ul style="list-style-type: none"> <li>Activities require students to apply their learning (apply, analyze, evaluate and create/synthesize) in a variety of ways.</li> </ul>   | <ul style="list-style-type: none"> <li>Activities are built for students to apply their learning (apply, analyze, evaluate and create/synthesize) in a variety of ways.</li> </ul>                                      |
| <b>Communication &amp; Interaction</b>                                     |   |   |   |  |   |
| <b>B8</b>  | The course design provides opportunities for appropriate instructor-student interaction, including opportunities for timely and frequent feedback about student progress.   | <ul style="list-style-type: none"> <li>Course has three or more formats to provide feedback to students that centers around the content. (i.e., threaded discussions around the content, peer-to-peer and student-to-teacher; as well as formative assessments that help students grow and improve).</li> <li>Course includes live times for students to contact the teacher based on the student hours.</li> </ul> | <ul style="list-style-type: none"> <li>Course has a minimum of two formats to provide feedback to students that centers around the content (i.e., threaded discussions around the content, peer-to-peer and student-to-teacher; as well as formative assessments that help students grow and improve).</li> <li>Course includes office hours for live contact with the online teacher and student.</li> </ul> | <ul style="list-style-type: none"> <li>Course has built in feedback from students that centers around the content (i.e., threaded discussions around the content, peer-to-peer and student-to-teacher; as well as formative assessments that help students grow and improve).</li> <li>Course includes office hours for live contact with the online teacher and student.</li> </ul> | <ul style="list-style-type: none"> <li>Course has built in feedback from students that centers around the content.</li> <li>Course includes office hours for the online teacher.</li> </ul>                             |
| <b>B9</b>  | The course design includes explicit communication / activities during the first week of course. The instructor will follow AKLN guidelines to address non-responsive students.  | <ul style="list-style-type: none"> <li>Evidence of activity that is content-specific causing students to engage with the teacher and each other within the first week.</li> <li>Course has clear outline of expectations with lack of communication.</li> </ul>   | <ul style="list-style-type: none"> <li>Evidence of activity that is content-specific causing students to engage with the teacher and each other is within the first week.</li> <li>Course has clear outline of expectations with lack of communication.</li> </ul>  | <ul style="list-style-type: none"> <li>Evidence of activity that is content-specific causing students to engage with the teacher within the first week.</li> <li>Course has clear outline of expectations with lack of communication.</li> </ul>   | <ul style="list-style-type: none"> <li>Evidence of activity causing students to engage with the teacher within the first week.</li> <li>Course has clear outline of expectations with lack of communication.</li> </ul> |

**Note: B3, B8 & B9 are required to be "proficient" as a minimum for AKLN pilot courses.**



## AKLN Course Review Rubrics

### Section C: Student Assessment

Description: *The course uses multiple strategies and activities to assess student readiness for and progress in course content and provides students with feedback on their progress.*

| STANDARD #                                  | STANDARD  | ADVANCED  | PROFICIENT   | DEVELOPING   | EMERGING   |
|---|---|---|--|--|--|
| <b>Evaluation Strategies</b>                |   |   |  |  |  |
| <b>C2</b>                                   | The course structure includes adequate and appropriate methods and procedures to assess students' mastery of the content.   | <ul style="list-style-type: none"> <li>Multiple type of assessments are used throughout the course to inform student and instructor of progress in every activity and unit/module.</li> <li>Course includes a pre and post assessment based on the standards to be mastered in the course.</li> </ul>   | <ul style="list-style-type: none"> <li>Multiple type of assessments are used throughout the course to inform student and instructor of progress.</li> <li>Course includes a pre and post assessment based on the standards to be mastered in the course.</li> </ul>  | <ul style="list-style-type: none"> <li>Assessments are used throughout the course to inform student and instructor of progress.</li> <li>Course includes a pre and post assessment based on the standards to be mastered in course.</li> </ul> | <ul style="list-style-type: none"> <li>Assessments are used in the course to inform student and instructor of progress.</li> <li>Course includes a pre and post assessment.</li> </ul> |
| <b>Feedback</b>                             |   |   |  |  |  |
| <b>C3</b>                                   | Ongoing, varied, and frequent assessments are conducted throughout the course to inform instruction. Assessment strategies and tools make the student, instructor and on-site student supervisor continually aware of his/her progress in class and mastery of the content. | <ul style="list-style-type: none"> <li>Course includes a variety of feedback tools for student-to-teacher and student-to-student and are used throughout the course to help instructor be flexible with student progress to ensure success.</li> <li>Course opportunities for teacher to use feedback to modify instruction for teacher at least one time per unit.</li> </ul>  | <ul style="list-style-type: none"> <li>Course includes feedback tools for student-to-teacher and student-to-student and are used throughout the course to help instructor be flexible with student progress to ensure success.</li> </ul>  | <ul style="list-style-type: none"> <li>Course includes feedback tools for student-to-teacher and student-to-student that are used in every unit to help instructor be flexible with student progress to ensure success.</li> </ul>             | <ul style="list-style-type: none"> <li>Course includes feedback tools to help instructor be flexible with student progress to ensure success.</li> </ul>                               |
| <b>Assessment Resources &amp; Materials</b> |   |   |  |  |  |
| <b>C6</b>                                   | Rubrics and provided by the instructor and shared with students at the beginning of the course and lessons.   | <ul style="list-style-type: none"> <li>Course includes some type of assessment for every activity as appropriate to ensure student readiness for the next task, based on student feedback as well as allows for students to propose their own assessment type based on approved choice. (i.e., varied assessments may include rubrics, quick quizzes, and observables).</li> <li>All rubrics are viewable for students to see what is expected prior to starting the work.</li> </ul> | <ul style="list-style-type: none"> <li>Course includes some type of assessment for every activity as appropriate to ensure student readiness for the next task, based on student feedback. (i.e., varied assessments may include rubrics, quick quizzes, and observables).</li> <li>All rubrics are viewable for students to see what is expected prior to starting the work.</li> </ul> | <ul style="list-style-type: none"> <li>Course includes an assessment for every activity as appropriate.</li> <li>Course and unit rubrics are viewable for students to see what is expected prior to starting the work.</li> </ul>              | <ul style="list-style-type: none"> <li>Course and unit rubrics are viewable for students to see what is expected prior to starting the work.</li> </ul>                                |

**Note:** C2 & C6 are required to be "proficient" as a minimum for AKLN pilot courses.





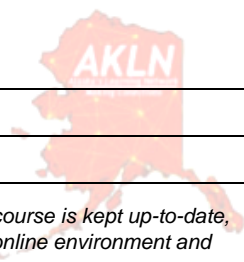
## AKLN Course Review Rubrics

### Section D: Technology

Description: *The course takes full advantage of a variety of technology tools, has a user-friendly interface and meets accessibility standards for interoperability and access for learners with special needs.*

| STANDARD #  | STANDARD  | ADVANCED  | PROFICIENT   | DEVELOPING  | EMERGING  |
|---|---|---|--|---|---|
| <b>Course Architecture</b>                          |   |   |  |   |   |
| <b>D2 &amp; C7</b>                                  | The course accommodates multiple school calendars; e.g., block, 4x4 and traditional schedules. The grading policy and practices are easy to understand.           | <ul style="list-style-type: none"> <li>The course makes it possible to teach asynchronously (i.e., synchronous components may be recorded for later viewing that tie to specific activities).</li> <li>The course includes clear expectations of how grades will be assigned and able to transfer to different models (traditional and performance-based).</li> <li>Course includes student input and choice on project grading.</li> <li>Course allows for flexible start/end dates, flexible week dates and times.</li> </ul>   | <ul style="list-style-type: none"> <li>The course includes clear expectations of how grades will be assigned and able to transfer to different models (traditional and performance-based).</li> <li>Course allows for flexible start/end dates, flexible week dates and times.</li> </ul>  | <ul style="list-style-type: none"> <li>The course includes clear expectations of how grades will be assigned and able to transfer to different models (traditional and performance-based).</li> <li>Course allows for flexible start/end dates.</li> </ul>                      | <ul style="list-style-type: none"> <li>The course includes clear expectations of how grades will be assigned.</li> <li>Course allows for flexible start/end dates.</li> </ul> |
| <b>User Interface</b>                               |   |   |  |   |   |
| <b>D3</b>   | Clear and consistent navigation is present throughout the course.   | <ul style="list-style-type: none"> <li>Basic design principals are followed. (i.e. font choices and color choices follow common design best practices: Contrast, Repetition, Alignment and Proximity).</li> <li>Common language is used throughout the course.</li> <li>Presentation of course material is consistent throughout the units.</li> <li>All visual elements convey information.</li> <li>Ensure all links are working correctly.</li> <li>Course includes a glossary of terms with hot links to words.</li> <li>Course is S.C.O.R.M. compliant (Sharable Content Object Reference Model).</li> </ul> | <ul style="list-style-type: none"> <li>Basic design principals are followed. (i.e. font choices and color choices follow common design best practices: Contrast, Repetition, Alignment and Proximity).</li> <li>Common language is used throughout the course.</li> <li>Presentation of course material is consistent throughout the units.</li> <li>All visual elements convey information.</li> <li>Ensure all links are working correctly.</li> </ul> | <ul style="list-style-type: none"> <li>Common language is used throughout the course.</li> <li>Presentation of course material is consistent throughout the units.</li> <li>All visual elements convey information.</li> <li>Ensure all links are working correctly.</li> </ul> | <ul style="list-style-type: none"> <li>Common language is used throughout the course.</li> <li>Ensure all links are working correctly.</li> </ul>                             |
| <b>D4</b>   | Rich media are provided in multiple formats for ease of use and access in order to address diverse student needs and variable to no bandwidth or Internet access. | <ul style="list-style-type: none"> <li>Media is meaningful for content.</li> <li>Areas are provided for peer-to-peer dialog around content.</li> <li>Uses rich media in an innovative way that illuminates connections to the content and local environment either by the course or students in the course.</li> <li>Course is available outside the course management system, for media to be placed in a portable format for students with no bandwidth.</li> </ul>   | <ul style="list-style-type: none"> <li>Media is meaningful for content.</li> <li>Areas are provided for peer-to-peer dialog around content.</li> <li>Course is available outside the course management system, for media to be placed in a portable format for students with no bandwidth.</li> </ul>  | <ul style="list-style-type: none"> <li>Media is meaningful for content.</li> <li>Areas are provided for peer-to-peer dialog around content.</li> </ul>  | <ul style="list-style-type: none"> <li>Media is meaningful for content.</li> </ul>  |
| <b>Technology Requirements and Interoperability</b> |   |   |  |   |   |
| <b>D5</b>   | All technology requirements (including hardware, browser, software, etc.) are specified.  | <ul style="list-style-type: none"> <li>Course lists all requirements needed by students to complete the course. (i.e, if video is used what speed of Internet is needed; is there a book; etc.).</li> <li>Course includes a F.A.Q. (frequently asked questions).</li> <li>Course provides all media on a portable drive to access in the event that the student has no Internet.</li> </ul>   | <ul style="list-style-type: none"> <li>Course lists all requirements needed by students to complete the course.</li> <li>Course provides access to AKLN to all media in the event that the student has no Internet.</li> </ul>   | <ul style="list-style-type: none"> <li>Course lists all requirements needed by students to complete the course.</li> <li>Course references all media in the event that the student has no Internet.</li> </ul>  | <ul style="list-style-type: none"> <li>Course lists all requirements needed by students to complete the course.</li> </ul>  |

**Note:** D2, D3 & D5 are required to be "proficient" as a minimum for AKLN pilot courses.



## AKLN Course Review Rubrics

### Section E: Course Evaluation and Support

Description: *The course is evaluated regularly for effectiveness, using a variety of assessment strategies, and the findings are used as a basis for improvement. The course is kept up-to-date, both in content and in the application of new research on course design and technologies. Online instructors and their students are prepared to teach and learn in an online environment and are provided support during the course.*

| STANDARD #                            | STANDARD  | ADVANCED  | PROFICIENT  | DEVELOPING  | EMERGING  |
|---------------------------------------|---|---|---|---|---|
| <b>Instructor and Student Support</b> |   |   |   |   |   |
| <b>E10</b>                            | Students begin the course with an orientation of the online environment prior to starting the course content. | <ul style="list-style-type: none"><li>• Course orientation teaches students how to navigate the course, what to expect with the experience of learning online; how to manage challenges successfully; software and hardware installation and access</li><li>• Course shows what will be learned (standards), how it will be learned and how students will navigate the environment.</li><li>• Course instructor uses this opportunity to build community and a safe online environment.</li><li>• Course models innovation and creativity nationally for online learning.</li></ul> | <ul style="list-style-type: none"><li>• Course orientation teaches students how to navigate the course, what to expect with the experience of learning online; how to manage challenges successfully; software and hardware installation and access</li><li>• Course shows what will be learned (standards), how it will be learned and how students will navigate the environment.</li><li>• Course instructor uses this opportunity to build community and a safe online environment.</li></ul> | <ul style="list-style-type: none"><li>• Course shows what will be learned (standards), how it will be learned and how students will navigate the environment.</li><li>• Course instructor uses this opportunity to build community and a safe online environment.</li></ul> | <ul style="list-style-type: none"><li>• Course shows what will be learned (standards), how it will be learned and how students will navigate the environment.</li></ul> |